



**Thomas Johnson Lower School**

# **School Development Plan 2016-18**

**Excellence and Enjoyment**

**A Values-based Education School**

It was agreed that the following priorities are challenging and that **they should be measurable over more than one year**. Some actions have been carried forward. Success criteria have been agreed to refer to progress by July 2018.

# Thomas Johnson Lower School –School Development Plan (2016-18) Stage 2: 2017-18

Areas: Quality of Teaching & Learning; Achievement & Attainment **Monitored by:** Govs **Updated:**

PURPOSE	ACTION/TIME SCALE Budget/resources	SUCCESS CRITERIA By July 2018	COMMENTARY
<p><b>Priority 1</b></p> <p><i>Ensure that standards remain high and progress strong in English in Years 2 and 4 in 2018 given the challenges of relatively low attainment in Year 1 and 3.</i></p> <p><i>Promote and share best practice in teaching, marking,.</i></p> <p><b>Ofsted target = ***</b></p>	<p><b>The HT will:-</b> ensure that all relevant staff have a performance management objective to support progress with this priority (Aut)</p> <p><b>The HT/Class teachers will:-</b></p> <ol style="list-style-type: none"> <li>1. Implement a revised Guided reading programme. Reading club/peer readers introduced</li> <li>2. *** Review Teacher marking and feedback policy and practice to ensure consistent approach and meaningful, manageable, motivating strategy through “Meaningful Marking” focus****</li> <li>3. Review peer and self-evaluation (thumbs up/ number?) to build pupil self esteem and knowledge of next steps.</li> <li>4. Promote handwriting grip, formation and joins so that written work can be easily read and corrected. ***</li> <li>5. Evidence of long pieces of unaided writing – over more than one lesson. Displays show evidence of writing across all subject areas. ***</li> <li>6. *** Emphasis on <b>Individuality</b> in pupil work to encourage more able and independent learning through greater challenge and across a range of subjects. ***</li> <li>7. *** Implement revised Homework policy (Homework Bingo) consistently to increase parental and pupil engagement</li> <li>8. Provide interschool opportunities for sharing good practice (Church</li> </ol>	<p>Target Tracker £500/year</p> <p>Guided reading programme £500</p> <ol style="list-style-type: none"> <li>1. Monitoring shows that the quality of teaching learning &amp; assessment remains consistently good and better in KS1 and KS2</li> </ol> <p>At the end of KS1 from lower starting points</p> <ol style="list-style-type: none"> <li>2. The proportion of pupils meeting the expected standard at the end of KS1 in reading and writing remains broadly in line with the targets set (93% and 86%)</li> <li>3. The proportion of pupils working at greater depth in reading and writing remains at least <u>in line</u> with the national average in 2018.</li> <li>4. <i>Target tracker</i> shows that all groups of pupils make at least expected progress in reading and writing (+2 “steps” each term) across KS1</li> </ol> <p>At the end of year 4 given the small cohort and wide range of needs</p> <ol style="list-style-type: none"> <li>5. The proportion of pupils working at ARE in reading and writing is at least <u>in line</u> with LA average in 2018.</li> <li>6. The proportion of pupils working at above ARE in reading and writing is at least</li> </ol>	<p><b>Autumn 2017</b></p> <p>“Meaningful Marking” discussions and trials have extended throughout the term and continue, with staff refining their practice. Staff collaborated with other Lower to examine their marking practice. Pupil self evaluation is currently through marking ladders. Staff still discussing whether to order marking “Stamps” (e.g. traffic lights; star and wish). Focus on improving handwriting is evident in workbooks and displays throughout the school. Long pieces of writing displayed in KS2 and evident in KS1 workbooks.</p> <p>ZB fed back to staff on Mindsets training course – encouraging growth mindsets in all children (rather than fixed) e.g. “I can’t do maths” “I can try a different approach/seek help”</p> <p>Homework Bingo established and now preferred practice in KS1 and 2. Very popular with staff and (majority of) pupils!</p> <p>Interschool sharing good practice continues strongly. Significant interventions for Year 4 pupils. Low numbers compounds data. 92% of KS1 pupils and 100% of KS2 made at least 2 steps progress.</p> <p><b>Spring 2018</b></p> <ol style="list-style-type: none"> <li>1. N, R and KS1 follow banded guided reading books ensuring progression and appropriate challenge, with weekly group reading at KS1. Where KS2 have identified gaps in “free readers” (children’s choice insufficiently challenging; or too challenging but unsupported at home) the class teacher is introducing a Treetops scheme she has previously experienced with positive results.</li> <li>2. Review carried out. Marking stamps on order</li> </ol>

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	End/Eversholt); moderation; inspiration (Silsoe)		<p>in line with LA average in 2018.</p> <p>7. <i>Target tracker</i> shows that all groups of pupils make at least expected progress in reading and writing (+2 “steps” each term) across lower KS2</p>	<p>3. Develop as traffic light approach.</p> <p>4/5. Handwriting promoted throughout school. Long pieces of writing evident in KS1 following each Unit of work; and KS2 half termly unaided piece which is assessed and sent to parents.</p> <p>6. Staff agree that individuality is promoted it is acknowledged that more hard evidence in books is needed to support this.</p>
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### Summer 2018 Results

KS1: R = At+ 92% (NA 74%/ 24%+) W = At + 93 (NA 65%/ 13% )SATS outcomes

(2017 R = 100% / 43%+ W = 93% / 29% +)

KS2: R = 80% / 30%+ (LA 81% / 38%+) W = 70% / 20%+ (LA 71% / 24%+)

(2017 R = 81% / 43%+ W = 67% / 33%+)

### Phonics: Year 1: 13/13 100%; Year 2: 1 / 2 = 100% (2017 = 80%)

1. Staff are looking at marking books of children who are pupil premium first when completing their daily marking. Staff can give children the best quality feedback about how to edit and improve their work.
2. Emotional well being/ feelings flower supports pupil self esteem with work
3. In Key stage 2 a Reading Assessment system has been implemented which is familiar to the teacher. This allows tracking and monitoring to take place accurately. Children are encouraged to complete longer pieces of writing throughout school (R = advice from EYFS moderation advises Mastery pupils have “booklets”), KS2 retell and adapt storie; Key stage 2 have completed half termly longer pieces of writing in the style of ‘Big Write.’ This is used as an assessment tool and also communicated with parents so that parents understand their child’s next steps in learning. Longer pieces of writing link with the topic. Throughout school, children enjoy the variety of texts covered (selected to enrich their vocabulary as increasingly chn seem to have fewer opportunities to hear stories at home.
4. Self and peer evaluation takes place in each class although strategies to do this differ slightly depending on the teacher.

# Thomas Johnson Lower School –School Development Plan (2016-18) Stage 2: 2017-18

Areas: Quality of Teaching & Learning; Achievement and Attainment

Monitored by: Govs

Updated:

PURPOSE	ACTION/TIME SCALE Budget/resources		SUCCESS CRITERIA By July 2018	COMMENTARY
<p><b>Priority 2</b></p> <p><i>Promote improved outcomes in Maths in KS1 and year 4 given the challenges of relatively low attainment in Year 1 and 3.</i></p> <p><b>Ofsted target = ***</b></p> <p><i>Increasing parent engagement in homework and promoting EWB</i></p> <p><i>Extend links with transition schools,</i></p>	<p><b>The HT/class teacher will:-</b></p> <ol style="list-style-type: none"> <li>Continue to focus on timetables and number bonds to improve maths teaching further.</li> <li>Clubs and iPads support Times tables and encourage LA pupils and those at receiving less support at home to learn tables.</li> <li>Pupil and parent voices –to provide feedback on how best pupils/parents feel maths can be supported/motivated. (Autumn/spring term parent eve); Parent workshops?</li> <li>Promote maths displays to raise levels of involvement and attainment. (interactive/informative/ presentation)</li> <li>Implement maths games sessions (regular slots throughout term) and encourage parents into school to support groups of children playing board/maths games etc</li> <li>Problem solving – Heighten focus of word problem solving in KS2 with “Word Problem Friday”.</li> <li>SLT visit MVM/Alameda and are fully briefed on pupil and parental transition expectations (homework, learning styles, marking, assessment, behaviour sanctions)</li> </ol> <p><b>The Head teacher will ensure that all relevant staff have a performance management objective to support progress with this priority</b></p>	<p>Through lease</p>	<ol style="list-style-type: none"> <li>Monitoring shows that strong core skills are promoted in all maths lessons, with regular opportunities to apply these skills and to develop their mathematical reasoning.</li> </ol> <p><b>At the end of KS1</b></p> <ol style="list-style-type: none"> <li>The proportion of pupils meeting the expected standard and working at greater depth at the end of KS1 in maths is in line with the target set (93%)</li> <li>Target tracker shows that all groups of pupils make at least expected progress in maths (+2 “steps” each term) across KS1</li> </ol> <p><b>At the end of Year 4</b></p> <ol style="list-style-type: none"> <li>The proportion of pupils working at ARE and above ARE in maths is at least in line with LA average in 2018</li> <li>Target tracker shows that all groups of pupils make at least expected progress in maths (+2 “steps” each term) across lower KS2</li> </ol>	<p><b>Autumn 2017</b></p> <p>Subject Leader work scrutiny and professional dialogues show that focus is high on times tables and number bonds – with all teachers encouraging high quality learning (e.g. EYFS; maths promoted in outdoor area; KS1 and 2 starters based on target areas from assessment, quick recall before lunch; use of IPADS. Times table rock star purchased end of term. 85% of KS1 pupils and 100% of KS2 pupils made 2 + steps progress</p> <p><b>Spring 2018</b></p> <p>1 / 2 strong focus continues on timetables and number bond through use of Ipads. “Timestable Rockstar” not yet embedded.</p> <p>4. Need to look again at displays (maths + others) in key areas of ICT suite and Hall.</p> <p>Target 5 – SLT reviewed this target and have replaced it as children play maths games through use of ipads/ ICT club.</p> <p>New target 5: Skills tests in KS2 are strong and home school links continue to be promoted through maths homework problems, however, SLT feel word problem solving would benefit from a greater focus.</p> <p>6. Lack of information regarding transition and feedback regarding pupil progress remains a focus. Discussion within the pyramid continues strongly regarding absence, PPG etc, but discussion with MVM/Alameda have not progressed since last year.</p>
<p><b>Summer 2018</b></p> <ol style="list-style-type: none"> <li>Strong focus on timetables and number bonds recall. Classes use the iPads to consolidate learning of times tables. ZB gave staff log in details for times table rock – the support package to promote times tables. This is not yet embedded – ZB to organise staff training.</li> <li>Word problems have been a focus in Key stage 2, supported by the weekly “skills test” and skills teaching in arithmetic skills, both of which are already embedded.</li> </ol>				

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3. Homework bingo has been well received by parents and pupils, with no negative feedback or requests for workshops. This may be due to positive impact of workshops run over past 2 years. School council request for more opportunities for times tables tests has been met (see 1)

6.SLT contacted MVM to arrange visits; 3 organised. New Headteacher visited Head in June.

### Summer results 2018

KS1: M = 92% / 46% + (NA 73%/ 18%+) SATS outcomes

(2017 = 93% / 36%+ )

KS2: M = 90% / 20% +

(2017 = 71% / 14%+ )

# Thomas Johnson Lower School –School Development Plan (2016-18) Stage 2: 2017-18

Areas: Leadership and Management; SMSC

Monitored by: Govs

Updated:

PURPOSE	ACTION/TIME SCALE	BUDGET/RESOURCES	SUCCESS CRITERIA By July 2018	COMMENTARY
<p><b>Priority 3</b></p> <p><i>Develop subject leadership, so that the work of subject leaders impacts positively on pupil progress and the quality of teaching.</i></p> <p><b>Ofsted target = ***</b></p> <ul style="list-style-type: none"> <li>Develop Subject Leadership</li> <li>Extend links with transition schools,</li> </ul>	<p>The SLT/Class teachers will:-</p> <ol style="list-style-type: none"> <li>Develop curriculum design to ensure it is both broad and rich. <ul style="list-style-type: none"> <li>Embedding SMSC <ul style="list-style-type: none"> <li>Preparing for life in modern Britain</li> <li>Reflecting the village nature of our school</li> </ul> </li> <li>Planning for personal development of pupils</li> <li>Ensuring achievement in foundation subjects</li> <li>Designed for depth of understanding.</li> </ul> </li> <li>Allocate Subject Leader time and provide a focus for a range of monitoring activities</li> <li>Promote Values and EWB (Brain breaks, Sunshine Circle, Talk Time, and use of School Council to <ul style="list-style-type: none"> <li>increase outward facing school (ie: greater focus on supporting external events/local activities)</li> <li>build “Reflective” pupils.</li> </ul> </li> <li>Carry out pupil, parent and staff surveys regarding (Spr) to monitor learning and behaviour.</li> </ol> <p>The Head teacher will ensure that all relevant staff have a performance management objective to support progress with this priority</p>	<p>SIP training as part of visit</p>	<ol style="list-style-type: none"> <li>Subject Leaders undertake a range of monitoring activities independently, including: <ul style="list-style-type: none"> <li>Learning walks</li> <li>Observations of teaching and learning</li> <li>Book and work scrutiny</li> <li>Pupil voice</li> </ul> </li> <li>Evidence from monitoring is used to develop sharply focused action plans which drive improvement</li> <li>Subject leaders focus their work strongly on supporting improvements in teaching, learning and assessment.</li> <li>Pupils are becoming calm, reflective learners and make good progress towards their challenging targets.</li> <li>Monitoring records show that a wider range of staff are actively engaged in leadership tasks.</li> <li>Monitoring shows that a broad and rich curriculum is in place across the school.</li> </ol>	<p><b>Autumn 2017</b></p> <p>Curriculum design: SLT will attend training session hosted at G&amp;P academy in Spring. Subject Leaders have met to discuss 3 key areas, including workbook scrutiny. Values and EWB work promoted in school and with training sessions to other providers (e.g. D2D). Talk time continues; looking to introduce Caterpillar club in Spring – where children are specifically taught to identify their emotions and increasingly able to express that they are frustrated, anxious, disappointed, jealous – rather than just “sad”</p> <p>Parent surveys on website. Very positive feedback, improvement on last year’s high scores.</p> <p><b>Spring 2018</b></p> <p>SLT attended course 15<sup>th</sup> March and will start to develop bespoke curriculum for school over this and next term.</p> <p>3. Caterpillar club established and popular with both staff and pupils as highly effective way to manage potential barriers to engagement. Focus extended to measure this type of work, which is gaining recognition across all schools.</p> <p>4. Pupil and staff questionnaires analysed. Overall positive feedback.</p>
<p><b>Summer 2018</b></p> <ol style="list-style-type: none"> <li>Broad and balanced curriculum has been underpinned by securing emotional wellbeing. Next year, this will look at issues key to our pupils (environment and sustainable futures) and which builds on the forest work and outdoor activities the children have enjoyed</li> <li>Linked the values with feelings from Caterpillar club. This will help to link feelings with Values which will be especially useful for assemblies and open discussions with the children.</li> <li>Subject leadership works best as whole staff discussion, book monitoring, and leading direction. Allocated time during the day for monitoring activities has proved difficult to manage this year due to 2 students needing heavy support from class teachers</li> </ol>				